

# Forest Hills Elementary

633 Hiers Corner Road  
Walterboro, SC 29488

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	626 Students	
<b>Principal</b>	Gloria S. Valentine	843-549-2119
<b>Superintendent</b>	Charles W. Gale Jr.	843-549-5611
<b>Board Chair</b>	Mr. Miles Crosby	843-549-5715

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	57	34	0

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Good	No
<b>2005</b>	Average	Unsatisfactory	Yes

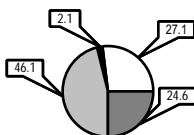
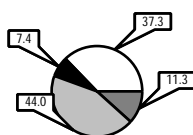
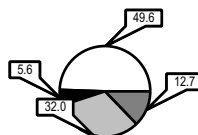
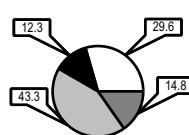
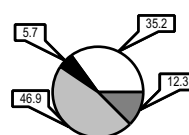
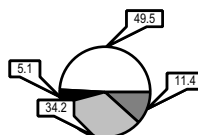
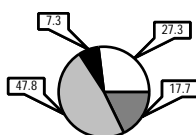
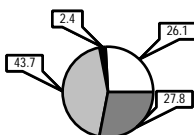
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	298	99.7	26.9	46.3	24.7	2.1	37.1	Yes	Yes
<b>Gender</b>									
Male	156	100.0	34.2	41.8	21.9	2.1	29.5		
Female	142	99.3	19.0	51.1	27.7	2.2	45.3		
<b>Racial/Ethnic Group</b>									
White	127	99.2	20.8	44.2	32.5	2.5	46.7	Yes	Yes
African American	151	100.0	34.0	47.2	17.4	1.4	27.8	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	0.0	50.0	40.0	10.0	60.0	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	259	100.0	24.8	48.8	24.4	2.0	38.6		
Disabled	39	97.4	40.5	29.7	27.0	2.7	27.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	298	99.7	26.9	46.3	24.7	2.1	37.1		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	297	99.7	26.9	46.3	24.7	2.1	37.1		
<b>Socio-Economic Status</b>									
Subsidized meals	217	100.0	31.0	47.8	20.2	1.0	29.6	No	Yes
Full-pay meals	81	98.8	16.3	42.5	36.3	5.0	56.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	298	100.0	37.3	44.0	11.3	7.4	30.6	Yes	Yes
<b>Gender</b>									
Male	156	100.0	37.0	44.5	11.0	7.5	29.5		
Female	142	100.0	37.7	43.5	11.6	7.2	31.9		
<b>Racial/Ethnic Group</b>									
White	127	100.0	24.8	51.2	13.2	10.7	39.7	Yes	Yes
African American	151	100.0	50.0	38.9	8.3	2.8	20.1	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	10.0	40.0	20.0	30.0	60.0	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	259	100.0	32.9	46.7	12.2	8.1	33.3		
Disabled	39	100.0	65.8	26.3	5.3	2.6	13.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	298	100.0	37.3	44.0	11.3	7.4	30.6		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	297	100.0	37.3	44.0	11.3	7.4	30.6		
<b>Socio-Economic Status</b>									
Subsidized meals	217	100.0	41.9	43.8	10.8	3.4	25.1	No	Yes
Full-pay meals	81	100.0	25.9	44.4	12.3	17.3	44.4		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	298	100.0	49.6	32.0	12.7	5.6	18.3
<b>Gender</b>							
Male	156	100.0	50.0	30.8	13.0	6.2	19.2
Female	142	100.0	49.3	33.3	12.3	5.1	17.4
<b>Racial/Ethnic Group</b>							
White	127	100.0	39.7	34.7	19.0	6.6	25.6
African American	151	100.0	62.5	28.5	6.3	2.8	9.0
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	0.0	40.0	30.0	30.0	60.0
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	259	100.0	44.3	35.8	13.4	6.5	19.9
Disabled	39	100.0	84.2	7.9	7.9	0.0	7.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	298	100.0	49.6	32.0	12.7	5.6	18.3
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	297	100.0	49.6	32.0	12.7	5.6	18.3
<b>Socio-Economic Status</b>							
Subsidized meals	217	100.0	57.1	28.1	11.8	3.0	14.8
Full-pay meals	81	100.0	30.9	42.0	14.8	12.3	27.2

<b>Social Studies</b>							
All Students	298	100.0	29.6	43.3	14.8	12.3	27.1
<b>Gender</b>							
Male	156	100.0	32.9	41.1	13.0	13.0	26.0
Female	142	100.0	26.1	45.7	16.7	11.6	28.3
<b>Racial/Ethnic Group</b>							
White	127	100.0	24.8	45.5	15.7	14.0	29.8
African American	151	100.0	36.8	43.1	11.1	9.0	20.1
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	0.0	20.0	30.0	50.0	80.0
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	259	100.0	24.4	45.5	16.3	13.8	30.1
Disabled	39	100.0	63.2	28.9	5.3	2.6	7.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	298	100.0	29.6	43.3	14.8	12.3	27.1
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	297	100.0	29.6	43.3	14.8	12.3	27.1
<b>Socio-Economic Status</b>							
Subsidized meals	217	100.0	32.0	45.3	12.8	9.9	22.7
Full-pay meals	81	100.0	23.5	38.3	19.8	18.5	38.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	111	100.0	25.7	41.0	29.5	3.8	33.3
	4	96	99.0	25.6	42.2	31.1	1.1	32.2
	5	93	100.0	31.5	61.8	6.7	N/A	6.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	93	100.0	12.5	36.4	45.5	5.7	51.1
	4	100	99.0	35.1	48.9	16.0	0.0	16.0
	5	105	100.0	32.0	53.0	14.0	1.0	15.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	111	100.0	38.1	38.1	11.4	12.4	23.8
	4	96	100.0	23.1	44.0	22.0	11.0	33.0
	5	93	100.0	33.7	49.4	13.5	3.4	16.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	93	100.0	25.0	42.0	15.9	17.0	33.0
	4	100	100.0	42.1	44.2	10.5	3.2	13.7
	5	105	100.0	43.0	46.0	8.0	3.0	11.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	93	100.0	36.4	36.4	20.5	6.8	27.3
	4	100	100.0	53.7	30.5	10.5	5.3	15.8
	5	105	100.0	57.0	30.0	8.0	5.0	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	93	100.0	15.9	42.0	17.0	25.0	42.0
	4	100	100.0	33.7	48.4	14.7	3.2	17.9
	5	105	100.0	37.0	40.0	13.0	10.0	23.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 626)</b>				
First graders who attended full-day kindergarten	90.5%	Up from 84.5%	100.0%	100.0%
Retention rate	3.8%	Down from 4.3%	3.5%	3.0%
Attendance rate	95.5%	Up from 95.2%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%	Down from 6.0%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.4%	Down from 6.0%	3.5%	3.2%
Eligible for gifted and talented	11.0%	Down from 11.2%	8.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.1%	Up from 5.7%	8.5%	8.2%
Older than usual for grade	1.9%	No change	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 44)</b>				
Teachers with advanced degrees	40.9%	Up from 39.0%	48.6%	52.6%
Continuing contract teachers	90.9%	Down from 92.7%	84.4%	83.3%
Highly qualified teachers	100.0%	Up from 97.3%	94.1%	93.5%
Teachers with emergency or provisional certificates	2.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.6%	Up from 83.7%	86.4%	87.0%
Teacher attendance rate	98.4%	Up from 92.3%	94.9%	95.0%
Average teacher salary	\$38,750	Up 5.4%	\$41,172	\$41,703
Prof. development days/teacher	15.6 days	Down from 19.0 days	13.0 days	12.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 13.9 to 1	18.3 to 1	18.8 to 1
Prime instructional time	88.2%	Up from 83.3%	89.6%	89.8%
Dollars spent per pupil*	\$4,993	Up 1.0%	\$6,549	\$6,242
Percent of expenditures for teacher salaries*	69.4%	Up from 68.6%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.1%	Up from 93.1%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	100.0%		89.4%	
Highly qualified teachers in high poverty schools	91.2%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This year at FHE we have been involved in many activities. We had a homework center tutoring students in grades third through fifth. We hired two teaching assistants for grades fourth and fifth for differentiated instruction. We hired an ESL tutor to work with our increasing ESL population. We offered conflict resolution groups for students needing help with anger management and conflict management. We employed three reading interventionists to work with individual and small groups of students needing reading strategies. We implemented science note booking throughout the grade levels. We had artists in residence work with students K-5. We conducted family nights that included ELA, math and science workshops for parents and students. We continued with our Accelerated Reader, STAR, and computer lab activities. We conducted monthly school-wide planning/School Improvement Council/PTO meetings. We had quarterly awards programs. We participated in COACH and Relay for Life community activities. We hired a Literacy Coach for our school to work with the K-3 teachers on ELA staff development. We conducted a school-wide science fair and participated in the district science fair. The science coach has conducted staff development with the teachers on the effective use of science kits. We are a Reading First School and we received the Palmetto Silver Award for school improvement.

This is respectfully submitted by:

Cindy Carter, President FHE School Improvement Council

Gloria Valentine, Principal FHE.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	44	94	59
Percent satisfied with learning environment	97.6%	80.9%	75.9%
Percent satisfied with social and physical environment	90.9%	69.1%	69.0%
Percent satisfied with school-home relations	61.9%	86.2%	61.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.